

Reception

Examples to support learning

Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."

Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.

Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."

Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."

Use complete sentences in your everyday talk. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."



Communication & Language 1

Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.

Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"

Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"

Have fun saying a word in an exaggerated manner.



Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".

Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour - I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"

Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."



Use vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.

Show genuine interest in knowing more: "This looks amazing, I need to know more about this."

Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.

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Examples to support learning

Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'"

Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"

Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.

Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'

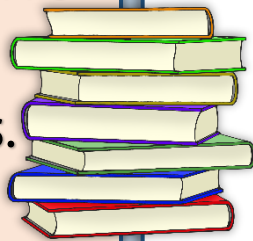


Ask open questions – "How did you make that? Why does the wheel move so easily? What will happen if you do that?"

Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"

Timetable a storytime at least once a day.

Display quality books in attractive book corners.



Communication & Language 2

Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary.

Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"

Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"

Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."

Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."

Think out loud how to work things out.

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In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.

Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Make time for children to tell each other stories they have heard, or to visitors.

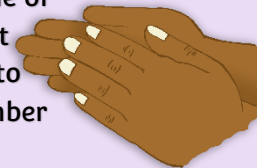
Make familiar books available for children to share at school and at home.

Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response.



Communication & Language 3

Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.



Link events in a story to your own experiences.

Talk about the plot and the main problem in the story.

When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear?"

Oncesuppona time: once – upon – a – time."

Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.

Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."

Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."

Explain new vocabulary in the context of story, rather than in word lists.

Identify the main characters in the story, and talk about their feelings, actions and motives.

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